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The activity of the laymen was of high social value, and the organization of local, state, and national conventions gave great opportunity for the development of the abilities of a host of teachers and leaders.

The centennial celebration afforded the opportunity for the veteran editor of the Union to present this compendious history of the Sunday school, in which he has borne a prominent part for fifty years. He writes as an advocate. He is not sympathetic with the modern movement in religious education. He still thinks of religion as a process by which "the heart is filled to its utmost capacity with the highest spiritual power," as if a person could be thus stored with power in some mysterious way and then brought into human relations to apply the power.

This book reveals clearly the inability of the Sunday school to meet as yet the new needs of our day. Interest is centered upon the Bible and upon conversion. It is not seen that religion is actually achieved in social living and that the Bible and all else are means to such living.

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*Citizenship, An Introduction to Social Ethics.* By MILTON BENNION.  
New York: World Book Co., 1917. Pp. xviii+181.

The book is based upon lectures by the author to students in the Senior class of the high school and to the Freshmen of the University of Utah. The attempt to teach this subject in the secondary schools is the result of the feeling that society must have a large number of citizens who, while not social scientists, are keenly and intelligently interested in social processes. Professor Snedden in an introduction to the book remarks "that it recognizes the vital importance of bringing students into touch with controverted issues; and that it clearly exhibits the wide range of concerns with which the active citizen must be in touch." This much is true.

The problem in writing such a book is pedagogical, to make it simple, yet stimulating. There are 162 pages divided into thirty-five chapters, an average of fewer than five pages to the chapter. So numerous are the topics that none is considered in more than a cursory way. This condition is not necessarily fatal, but calls for questions that shall induce research, together with citations to the literature of the subject. But there are no citations and no bibliography, and the questions call merely for the mastery of the text.

Many questions are settled in an offhand manner, as witness the following: "Owing to want of vocational guidance, too many youths drift into non-productive vocations." To be sure! And likewise into productive vocations.

The reviewer feels that the book is needed and will do good. He also feels that it is a pity that the student should not be inducted into the work of men like Cooley, Ross, Veblen, Small, Thomas, Dewey, and Henderson. Access to these we regard as the minimum for teacher and student of social science in the high school.

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*Newsboy Service.* By ANNA Y. REED, PH.D. Fifth in the series of "School Efficiency Monographs." New York: The World Book Co., 1917. Pp. xxvi+175. \$0.90.

This painstaking examination of the vocational aspects of newsboy service is another evidence of the growing claim which vocational education is making upon public attention. It is based upon personal interviews with 1,387 public-school boys in Seattle who were found to be newspaper or Curtis Publishing Company sellers or carriers.

Her investigation leads Dr. Reed to the conclusion that "the school newsboy as an educational, moral and social type is an *average* boy." It is true that he is subjected to degrading moral influences peculiar to the street, but these are largely counteracted by the practical arguments against yielding to them which are presented by his occupation. It is true also that individual instances may be found where weather exposure and irregular habits have led to physical injury, but no evidence appears to prove that these factors are necessary or usual accompaniments of the service. On the other hand, the work develops character qualities of important vocational value: perseverance, accuracy, promptness, reliability, courtesy, honesty, and thrift. In addition to this, practical business knowledge and principles are acquired which will be of worth in later callings of life. It is the author's conviction that our public-school system has an opportunity which it should not neglect to develop, a high type of vocational guidance based upon the definite vocational experience presented by the large group of schoolboys in our cities who engage in newsboy work.

This little volume impresses one as an admirable example of scientific accuracy and care in preparation. The obvious pains which have been